

CHALLENGE

by Sue England

Academic investiture of the Avila freshmen was held on Thursday, October thirteenth, at 7:30 p.m., in the assembly area of O'Rielly Hall. Guest speaker for the ceremony was Mrs. Patricia Jansen Doyle. Mrs. Doyle, who attended Avila her freshman and sophomore years, received her degree in journalism from the University of Kansas. She is a past president of the American Association of University Women, and is currently Educational Editor for the Kansas City Star. Her name will be remembered by many of the Upperclassmen for her article about Avila which was featured in the Star last spring.

The theme of Mrs. Doyle's address to the assembly was growth and change. The world in which we live is constantly both changing and growing, and at such a rapid pace that often many people fail to notice any difference. The modern college student must see to it that she is aware of these changes, and equip herself with the educational tools to deal with them effectively.

The role expected of the graduate of a women's college has also undergone a gradual but definite change over the past several decades. The once sufficient "finishing school" brand of education is at last indeed finished. The education of women has broadened its scope to include leadership, intellectual creativity, and service. A woman graduate of tomorrow must be committed to the betterment of society, and this includes not only Malvina Reynolds' Ticky-Tacky society, but also the inner core of our cities, often unknown to or unheeded by many women of past generations as being unfit areas for their concern.

Finally, Mrs. Doyle expressed some thoughtful views concerning the after-life of an education. "One of the things one discovers a few years out of college," she mused, "is that no one ever asks you what grades you made... Instead you are judged on your ability to think and to cope with problems that we must face in this very complicated, uncertain world." It is necessary to have a body of facts as a framework on which to build, "but you have to become educated," she said, "when you can forget the facts as such, and concentrate on their inherent principles." This last point is one which I heard expressed in different words several months ago

AVILA

COLLEGIAN

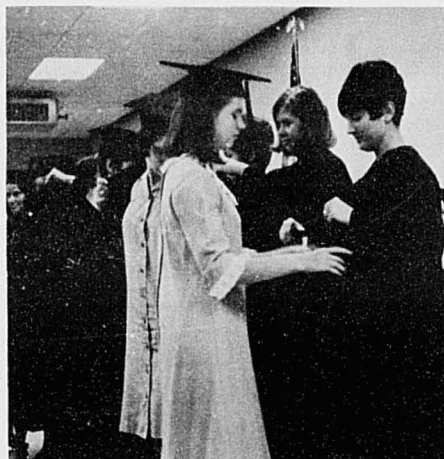
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NO. 2

COLLEGE DAY - FROSH INVESTITURE

One hundred and ten freshmen received their academic dress from the SGA officers at investiture ceremonies this year. Julie Waters, president of the SGA, presided and spoke on student involvement and enlightenment. Academic achievements are important, Miss Waters said, but so are the student's motives. "College life will be a useless and boring experience unless we bring to it a genuine desire to learn, an enthusiasm for things of the intellect, and a driving curiosity that does not fail in the face of effort." We must be ready to interact in the total community which is a college. "The depth of our interaction with our total college environment is actually how the success of a college experience can be measured."



by Avila student Mrs. Eleanor Weller: "Education is not education until it has become you; until you have assimilated it, it is just training."

After the address was given by Mrs. Patricia Jansen Doyle, the guest speaker was presented with the Avila medal by Sister Olive Louise. The award is always especially meaningful when it is given to an alumna who has distinguished herself in her chosen field as has Mrs. Doyle.

The real festivities of College Day then got under way in Marian Center, refreshments were served and the annual song competition began.

The freshmen proved to be extremely well-prepared and enthusiastic in their adaptations of several of Barbra Streisand's recordings to fit the theme: "Would you believe?"

The sophomores based their songs on the score of South Pacific with the hopes of winning the \$25 prize to help fill the kitty for the Christmas Dance.

A wide variety of songs were used by the juniors who had hopes of making this year their first time in the winner's circle. But it was the seniors who won for the second time in their college careers with a medley of songs which proved that these have indeed been "four very good years."

The Chorus also provided entertainment during the judging of the class songs with some delightful songs of their own.

College Day again proved to be a well-balanced program of dignified ceremony and good fun which will be remembered by all who were present as one of those community activities which seems to draw each class and the entire college closer together.

BULLETIN

Four seniors have recently been elected to WHO'S WHO AMONG STUDENTS IN AMERICAN UNIVERSITIES AND COLLEGES. They are:

Julie Dold - Senior Class President

Mary Holland - Vice-president, SGA

Mary Jo Javorek - Editor, Collegian

Julie Waters - President, SGA

The criteria for selection are: scholarship; participation and leadership in both academic and extra-curricular activities; citizenship and service to the school; and the promise of future usefulness. Congratulations are in order for these four girls who will have the honor of being listed among the outstanding students on the American university and college campuses this year.

November Calendar

- Nov. 7 - Lay Extension Volunteers on campus.
- Nov. 8 - Lay Extension Volunteers on campus again in Marian Center
- Nov. 9 - Scholarship Sponsors Coffee.
- Nov. 12 - Children's Theatre: Cinderella, 1:00 and 3:00 p.m. O'Rielly Hall. Sophomore
- Nov. 14 - Alumnae Luncheon. Contemporary Arts Lecture by Sister Joan Louise at 1:00
- Nov. 16 - Board of Councilors Dinner-meeting, 7:00 p.m.
- Nov. 19 - Cinderella, 1:00 and 3:00 p.m. Rockhurst Winter Dance
- Nov. 20 - Jubilee brunch honoring juniors and their parents. Cinderella at 1:00
- Nov. 21 - Open SGA meeting, all are invited
- Nov. 22 - Thanksgiving Vacation begins
- Nov. 24 - Thanksgiving Day
- Nov. 28 - Classes Resume Alumnae luncheon Alumnae Career Panel: Social Work, 1:00 p.m., student lounge, Marian Center.

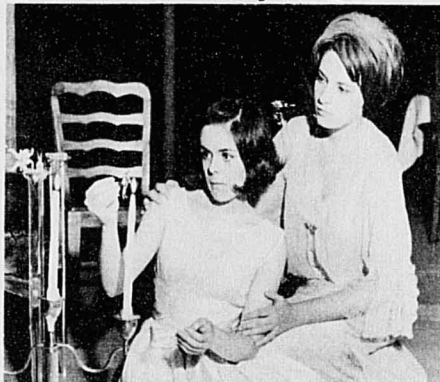
Avila Players Present Williams

"The Glass Menagerie" by Tennessee Williams, the first production of the 1966-67 season, was presented October 25 and 26 by the Avila College Players. One of the playwright's most outstanding works, "The Glass Menagerie" is a memory play in which the author is both narrator and actor, and reality becomes tempered by the poet's insight and imagination.

Joan Stockmann, a freshman at Avila, as the Mother, and Cathy McCormack, a junior in the role of the daughter, Laura, did excellent jobs with demanding roles. Dave Sullivan, a sophomore at Donnelly College had the part of Tom, the narrator and son, and George Schlosser, a commercial photographer in Kansas City, played the Gentleman Caller.

In keeping with the mood of the play the stage was dimly lighted and the background music, an original score composed by Paul Bowles, produced just the right atmosphere of mystery mingled with a certain sadness.

A well-paced production highlighted by the interchanges between Tom and Laura and the characterization of the Mother, "The Glass Menagerie" proves that good theatre can happen anywhere, even under the makeshift conditions of O'Rielly Hall.



The Girl From

A.V.I.L.A.

Who is the girl from A.V.I.L.A.? Is she the one who talks into her wrist watch? Is she the girl in the beige trenchcoat? Or is she the one who sneaks around corners clutching that black attache case? Wouldn't you like to know!

If you are interested in finding out who she is, and if you like to dance and win prizes, why don't you come to the "Girl From A.V.I.L.A." mixer on Saturday, November 12 from 8:00 to 12:00 in Marian Center. But don't keep it a secret! Spread the news of the Girl from A.V.I.L.A. to all your 007 male friends. When you're not busy tracking down the mystery girl, the Group, Inc., will be providing music for you to dance and just socialize. Maybe you won't find the Girl from A.V.I.L.A. but you just might stumble upon that special guy from R.O.C.K.H.U.R.S.T.!

BOOK NOOK

Being an education major or minor is not a prerequisite for enjoyment of Bel Kaufman's UP THE DOWN STAIRCASE. The author proves that a first-year teacher's life can be entertaining as well as exasperating in a delightful style which employs snatches of intra-school mail and personal correspondence as the sole means for unfolding the story. Behind the gentle satire and wit are some basic truths about the American education system. UP THE DOWN STAIRCASE is a book to read, laugh at, and think about.

SUPER-QUESTION OF THE MONTH

Is

CAPTAIN MIDNIGHT

the president of Ovaltine, Inc.?

DELAPIDATED DICTIONARY

More Non-Camp Expressions: (completely out of written and spoken usage even at Avila.)

Would you believe? - overworked phrase derived from the current "Spy-Pop" culture, used to introduce sentences; formerly expressed cleverness on the part of the speaker, now used only by those unable to come up with an original witticism. Great - adj., replaced "cool" in describing that which is delightful, (Great idea! Gee, you're great!); least acceptable usage: "The Great Society."

Tough bananas, Julius - archaic phrase in current usage only among high school dropouts of 1960-61; previously expressed false remorse, sarcastic contempt, and wit.



Although it looks as if part of Avila's student body is being booked by the police, they're actually having class! The girls are studying sociology first-hand by touring the records division of the K. C. Police Department. "It's a nice place to visit but . . .".

Letters To The Editor

Dear Editor:

...Improving the climate for learning...was the objective of one hundred forty students and staff of the Student Conference of the Kansas City Regional Council for Higher Education. We had an opportunity to develop an awareness and appreciation of the processes and purposes of productive college life. There was a tremendous opportunity for maximum interaction of students, staff, and guests in a program structure sustaining open discussions on relevant topics such as: "What makes a college 'lively'?" Is student life 'for real'? and What is the function of the student press in both expressing and cultivating student interest and concern? As one very stimulated sophomore, Pam Shanks put it "there was growth of understanding between the students, faculty and administration... each made more aware of himself and the others...in a positive, not negative way."

Students came to analyze practical student life problems which were of mutual importance, seeking applicable ideas and means useful in their resolutions.

"The students worked for goals efficiently and effectively, demonstrating methods of group dynamics that will perhaps be just as effective on our individual campuses" says sophomore Linda Taylor. As the Frosh representative Cathy Shea remarked, "everyone has been telling me that college life is really different; perhaps the difference in the college is me. Now I realize that this was an experience that was meant to be meaningful and also useful in my college life." Perhaps my only concluding statement would be in these words "we as students can be effective in influencing the campus climate for Learning."

Carol Jean Stipetich
Junior

Dear Editor,

The pool and ping-pong tables that have been furnished in the recreation area of the dormitory are deeply appreciated and well used by the students. They provide a good outlet for the release of extra energy and use of extra time. Even members of the faculty can be seen getting enjoyment out of these facilities. Thank you for providing them.

Pool-Sharkian Students

EDITORIAL

OBSERVATIONS ON AVILA

Avila College is presently considered one of the most liberal private colleges in the Midwest region. The students at Avila will now readily admit that co-operation among the student, the faculty, and the administration is well-defined. In the four short years of Avila's history on the new campus, every student suggestion concerning any facet of school policy has been thoughtfully considered, and in many cases adopted by the administration.

We wish that more students would sit in on the weekly Student Government Association meetings and listen to the very animated and intelligent discussions that take place there. The members can truly be proud of the work and the ideas that are going on within this group. We wish that more students could see the great amount of independence SGA enjoys. The administration and faculty representative listen attentively to each SGA proposal. In most cases the proposals, if well founded, are carried out.

The administration at Avila want the students to make suggestions which would improve the situation here on campus. Student life is understood best by the students, and from the students must come the complaints or the suggestions on how student life can be improved.

"Ask and you shall receive" is an axiom which expresses or captures the spirit of Avila. Our problem here is not on the receiving end, but on the asking end. If we, the students, are dissatisfied with school policy, we must ask for a change. Until the administration knows that students do not agree with policies, it can only assume that the student is satisfied.

Very recently the students asked for a student representative (or representatives) at faculty meetings. We saw a need for a change in policy in this area. The proposal was discussed with the administration and subsequently granted.

The Avila student must be made to realize the opportunity for self-government here. Avila is liberal. The administration is willing to listen to our grievances. We need only to listen to students from other area campuses to find out that we are one of very few colleges with this great opportunity. We should realize our advantageous situation and make the most of it. Just two years ago, Sister Olive Louise commented on this situation when she said, "Together: students, faculty, and administration, are Avila."

JAD

Dear Editor:

The following are the thoughts of an Avila student as she considers studying in the library (shudder! gasp! gasp!).

"Well, here I am on my way to the library for the first time this year. Golly! it's noon so there should be enough sunlight to see my work but I'd better take my flashlight just in case.

Let's see...I have to look up some stuff for history and there should be quite a few books. But, wait a minute - I suppose somebody will be glaring over my shoulder again, so that blows that idea.

And about that noise...I just haven't learned to read in time to a typewriter.

There probably won't be any

places left except those three faculty desks but that won't do me any good since they'll undoubtedly be empty.

Good thing I won't have to ask anybody for the assignment because I haven't had a course in sign language either. (Maybe they should offer it for those who DO go to the library).

On second thought, just why AM I going? I can't check out any books because I wouldn't be able to afford that 5-cent overdue fee.

The more I think about it the more I think I won't go. Of course, THEY won't be out anything; I've already paid my tuition. Guess I'll go to the public library tonight where I'll get more done."

Sincerely,
PEF & MS

SGA Ideas

It's been said that Americans are great when they get stirred up; the only problem is in stirring them up. In other words, it is implied that we, in general, are too complacent; too satisfied with the situation at hand. But could this complacency be a substitute or cover-up for an unwillingness to challenge the relevancy of such accepted procedures. Are we not in reality agreeing to REMAIN at a certain stage of development.

During the KCRCHE Conference on Student Leadership in the Ozarks, as part of a discussion period, we were asked to break up in small groups and list, in order of importance, the ten most descriptive adjectives of a student. My group came up with these adjectives in this order: searching, sensitive, idealistic, open, impersonal, assertive, ambitious, perceptive, progressive, and directed toward a goal. Although not everyone in the group agreed with the importance of each adjective, we all did agree on the adjective heading the list, i.e. searching. We felt that the very word "student" implied this quality of searching, not just for answers but for growth. But how does "searching" and "growth" compare with "complacency" and its subsequent "stagnation"? Are we living up to our role as a student? Or are we merely going through the superficial motions? A lot of students wear the uniform, but few are really willing to do the job. If we are open, progressive, and perceptive, we must manifest it. And if we

are not, then we are wasting our time calling ourselves students.

Student Government in conjunction with both faculty and administration have the responsibility to try to provide an atmosphere which challenges the student; which gives him a reason to be open, perceptive; which gives him the opportunity to find growth in his search. But this responsibility does not stop here. There is also the responsibility to IMPROVE this atmosphere. This is where the real student comes in.

A real student does not accept mediocrity at any stage of his college experience. He is concerned about what he is "getting out of it" and thus is concerned with what is presented in the first place. He can honestly and frankly discuss with a teacher why discussion is falling flat in a class; why there are so many cuts; why no one came prepared; why a lecture was boring. How much of a contradiction to the very meaning of education is it to stare out a window while a teacher wastes his time and yours in a class in which something is definitely lacking; in which an honest discussion could mean the difference between coming out of a semester well-satisfied or coming out frustrated, or even worse indifferent to the whole thing.

It is an honesty or integrity to oneself and one's beliefs which can lead to a truly growing experience in college; to a success in one's search.

"Therese Desqueyroux" — A Review

On October 20, the French Club sponsored "Therese Desqueyroux," a film based on the book of the same name by Francois Mauriac.

The film, an excellent adaptation of the novel, tells of a well-educated, intelligent woman who is bitterly disappointed in her marriage to Bernard Desqueyroux. So disappointed and disillusioned, in fact, that she finally attempts to poison her husband.

The film presents Therese to us as an extremely sensitive person and juxtaposes her sensitivity with Bernard's lack of any deep feelings other than those of familial obligations and honor. In this way the viewer becomes sympathetic toward Therese while being aware of the crime she commits. Therese searches for a peace and tranquility which seems attainable only through a real understanding of herself; it is such self-identity which constantly eludes her.

Many symbols throughout the film reinforce the image of Therese as a prisoner seeking escape: wild birds trapped in a net, the irrevocable thud of a closing door, and the animal terror in the eyes of Therese as the wedding ceremony begins. A landscape of towering pines and winter-bare trees add to the impression of isolation and loneliness, as does the beautiful musical score.

A short discussion following the film brought to light other ideas and questions. The consensus of opinion, however, was that "Therese Desqueyroux" is a powerful, thought-provoking film; a penetrating study of character; and a cinematic work of art.

With the Clubs

The SOCIOLOGY CLUB enjoyed a guided tour of the Jackson County Welfare Department on November 4 at 1:00. Arrangements for the tour were made possible through the aid of Martha Machovec, '66, now employed there. The Sociology Club will also be selling fresh doughnuts every Wednesday morning from 8:15 in Marian Center. The cost is ten cents.

The MISSION CLUB held its second meeting of the year on October 18. It was reported that the club made \$24.00 on a "slave and date sale" booth at the Rockhurst College Carnival. The Mission club is presently at work on another Pizza Party this year similar to the one held last year at Zepi's Pizza Parlor.

The FRENCH CLUB will attend the performance of Moliere's "Les Femmes Savantes" on November 13 at the Shawnee Mission West auditorium. The play will be performed by Le Treteau de Paris brought to Kansas City under the auspices of L'Alliance Francaise.

Anne Caffrey, '67, represented NU SIGMA CHI and Avila College in the Student Nursing Contest sponsored by District No. 2 of the Missouri Student Nurses Association on October 7. The club also sponsored a panel on community health in conjunction with Community Health Week, October 16-22. Entitled "The Forward Look in Nursing" the panel was presented by both faculty and student members of the Nursing Department. Following the presentations at 2:00 and 7:00 were tours of the campus.

SNEA presented the first in a series of Career panels on October 24 at 1:00 in Marian Center. The panel, "What's Behind Education," featured Avila Alumnae now active in various phases of education.

The DRAMA CLUB held elections on October 19 and elected Mary Therese Frank as Vice-Chairman. Secretary will be Marjorie Benedum and Cecilia Gatson will be the treasurer.

The students of the Music Department presented a vocal and piano recital on October 23 at 2:00 in the Alumnae Lounge of Marian Center. And, on November 13 the Avila College Chorus will hold its first practice session with the Rockhurst College Chorus in preparation for Key Night Ceremony in December.

TRUTH TODAY

On Sunday, October 16, Rev. Hans Kung spoke at Rockhurst College; his topic: "The Church and Sincerity."

Father Kung described the atmosphere of our century as truth-orientated, "... the 20th century man has been brought up to forgive almost any sin except dishonesty. That which is not sincere is rejected." The important works of our century have not been those of the Church but of the visual arts, literature, philosophy, and psychology as a part of the secular society. Father Kung found the reasons for this fact in the lack of truthfulness in the Church, not to be confused with dishonesty. "You can be untruthful without ever telling a lie."

Lack of truthfulness in the Church has been threefold: 1) Disregard for the truth in moral theology; 2) Disassociation of theological writings and proclamations from the particular times and circumstances for which they were written; and 3) an ecclesiology of glory and not of the Cross in which the Church seeks to be a heavenly body rather than what it actually is—a body of earthly, human beings.

In order to be effective in present society, the Church must become totally truthful, "a Church which knows what it does not know," self-critical, and ever-open to the workings of grace by which God leads us through men. The present renewal in the Church is a pilgrimage toward a new truthfulness.

Rev. Kung is head of the theological faculty at the university of Tübingen, Germany. An eminent theologian while still in his thirties, Father Kung had an important part in Vatican II. More of his ideas are to be found in his writings, the most recent of which is "THE COUNCIL AND REFORM."

Weekly Calendar

Something new has been added! A calendar and news briefs page, "Chit-Chat," is now printed under the auspices of the COLLEGIAN. Compiled each week by Mary Ann Denzel, "Chit-Chat" hopes to keep everyone up-to-date on activities and news.

An age-old tradition at Avila has been broken. On College Night the songfest honors were taken by the seniors who defied tradition, rumor, strange hours, and "senior separatism" to prove that there's still a lot of class spirit in the Class of '67. Congratulations!

DEPARTMENT REVIEW

by Diane Pinkley

Theology and Philosophy are at the heart of Christian living. Avila, through the Department of Theology and Philosophy, extends to students an opportunity to deepen the meaning of existence through increased knowledge of life and its ultimate cause. Faculty and students together, through classroom instruction and discussion, seek answers to the problems presented by daily living. The Department explores the relationship between man and God, man and others, man and himself. The Word of God and the thought of man are studied, interpreted, and related to the ultimate questions of life. In keeping with Avila's forward-looking philosophy and search for truth, new approaches to these questions are especially emphasized by the faculty.

Sister Ann Virginia, PhD, has stressed awareness of change and new ideas in all her Theology courses. The Vatican II documents, certainly the result of new approaches in the Church, are used in every class. The need for educated lay people is evident. The Vatican II documents provide a synthesis of both old and new approaches to eternal truths that applies to every Christian's way of life. Additional texts and the Bible are studied to provide a wide variety of thought and views on the Word of God.



Mr. George Bryde, Head of Department of Theology and Philosophy, Sister Ann Virginia, Theology Department and Sister Helen Oliver, Philosophy Department.

Sister Ann Virginia believes that "our approach to Divine Truth must be as Biblical and Christ-centered as possible. We must see the mystery of Christ as the central mystery." In line with this emphasis is the opportunity to acquire greater knowledge of God through study of the Scriptures. The Scriptures show the actual presence of God; a real love of them is the aim.

A course especially applicable to our Christian commitment is Contemporary Moral Theology. The important concepts of Christian Freedom and individual conscience are seen in relation to and under the influence of the present action of the Holy Spirit. Students are now allowed to choose two electives within the general requirements for a degree. Several new courses are being offered as electives: including Parish Liturgy, this semester in the evening and Comparative Religion next semester. Father John Guillot, candidate for an S.T.D. and majoring in ecumensim, will offer the course which will give history of major world religions and will emphasize the various religions in the United States.

Philosophy at Avila includes the search for wisdom and truth necessary in order to live. The Department's goal, in the words of Sister Helen Oliver, is "to impart knowledge, to study the eternal problems that have always confronted men, to evaluate the answers given, and, through reflection, to formulate our own philosophies for today's living." Included in the faculty's approach to Philosophy is the acknowledgement of recent ideas and new interpretations. Mr. Bryde, head of the Department, feels that changing attitudes encourage individual research and promote less reliance on stereotyped conclusions taken from the older systems of thought. He states: "Catholic philosophers want to retain the best thoughts from giants of the past but also allow for the challenge of new ideas. We should be aware of new attitudes and interpretations without condemning them as new; we must develop strong lines of communication from common points of identity." Changes in thought are reflected in the way in which old courses are taught and in the addition of new courses. Philosophy of Man, Modern Philosophical Trends, and Contemporary Existentialism, which will be offered next semester, represent modern approaches to the eternal questions of life.

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The Fifth Column

If one more word is written on the supposedly controversial topic of academic freedom, I think I'll scream — metaphorically, of course. HARPERS and ATLANTIC hardly miss an issue where some celebrity ranging from Hyman Rickover to Jimmy Hoffa doesn't speak out on this heady subject. I always try to diligently read these articles because we all may be academically unfree—who knows?—but I invariably become completely bored with the whole sorry situation. (I guess it's sorry.) It is useful to employ the three criteria for judging mortal sin to gauge the relative importance of other subjects like academic freedom: Is it big? Do I know it's big? Do I do it? Well, I know the subject under current discussion is big, but I don't do it—at least not to my knowledge. Perhaps academic freedom is a moral issue and cutting class the epitome of indolence, copying Cliff Notes for a paper, a matter of conscience. I certainly hope not.

The term "in loco parentis" is always casually tossed around in regard to academic freedom and this phrase is never really explained either. I rather like to include the term along with pseudo-ridiculous phrases like "cherchez la femme" or "c'est la guerre." "In loco parentis" is a perfect example of an expression that the certain type of person who prefaces the slightest vulgarity with "pardon my French" would love to use to extend their limited vocabulary of trivia. From a cursory knowledge of cursory high school Latin and the cosmopolitan influence of a smattering of other languages learned in colleges, I would venture to translate literally "in loco parentis" as meaning that "parents are crazy." This translation certainly provides adequate reason for young people to leave home and go away to school in order to be supervised by more capable persons who may or may not practice academic freedom (sounds like birth control).

There is presently a great furor in education, that education is not sufficiently preparing students for the life ahead of them. The prerequisite for being a really fine person is education, more and more education. The panacea for all problems is education—"know thyself—get thy doctorate." Well, some students are getting downright greedy about education. In many instances a real education cannot merely come from a string of initials behind one's name. One does not need an N.D.E.A. loan to receive a really superior, cheap education from the largest multi-university—the world. I think a lot of us in the student class are being duped, the people who keep forcing us "to continue your education, my child" are not in school, they got out when they could. I always remember my high school teachers who assigned nauseating amounts of homework and then said, "Someday when you're in college you'll come back and thank me for this." I haven't been back yet and my time is running short—I have one semester to go before I sleep. Thank you, Mr. Frost, for helping me end this little bit of my own brand of academic freedom.



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